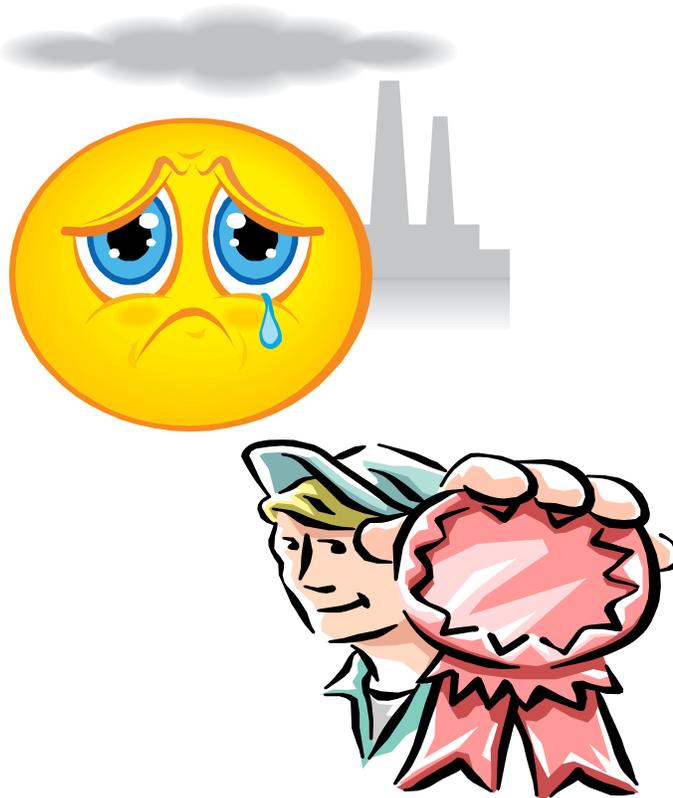


**M&IS 44150- 001 - 10904**  
**TOTAL QUALITY MANAGEMENT**  
**SPRING 2009**  
**KENT MAIN CAMPUS**



**ROOM BSA 110**  
**TUESDAY / THURSDAY**  
**2:15 PM – 3:30 PM**  
**21 Jan – 8 May 2009**

**Jim Williams**  
**330 493-7592**  
**[jwilli55@kent.edu](mailto:jwilli55@kent.edu)**  
**[jwilliams1993@neo.rr.com](mailto:jwilliams1993@neo.rr.com)**

# TOTAL QUALITY MANAGEMENT

## OUR CONTRACT – CAVEAT EMPTOR

The Latin term, “caveat emptor” is most applicable as we begin this journey. The essence is that “let the buyer beware” meaning simply that the buyer, you, have every right to expect quality service regardless of what that good or service might be. As your professor and tour guide on this academic journey, a commitment to providing a quality customer-based experience will be provided. The value to be assessed, however, rests with each of you, the student / buyer of the service, level of commitment to getting the work done as it will be laid out in the syllabus below. Therefore, this journey is, simply, a partnership and you, as the customer or buyer can and should be fully aware and invested in the quality of the work toward the process of learning we will utilize as this course unfolds. So, caveat emptor is a principle of this entire process!

This document, the syllabus, is by any definition, a contract between you and me. A contract must have two or more parties in the negotiation and the deal is not sealed until there is consideration provided. Consideration, to me, is the assurance of a learning adventure that will take us to the utter most parts of the world, will delve into the most pertinent global events of our day and will cause all of us to expand our horizons of understanding as we strive to grasp the leadership implication. The syllabus will be the instrument for any / all questions for it is my contract with you. I have found that the great majority of questions you may have you will have answered already in the syllabus so get very familiar with its contents. This is our contract!

## COURSE OBJECTIVES

Upon completion of the course, the student should be able to:

- **Understand** the field of power of shifting a paradigm toward a culture of quality
- **Learn** the power of Situation Leadership to effectiveness
- **Understand** the mandate for leadership motivation to drive a culture change to quality
- **Learn** the difference between leadership and managing
- **Describe** Goal setting as a SMART model
- **Describe** the power of Mission, Vision, & Strategy as benchmarks of TQM
- **Describe** the role of training, education & communication in organizations
- **Create** a culture change plan as a team-based process
- **Introduce** concepts of quality, including various quality management philosophies.
- **Analyze** the evolution of the Toyota Production System as a TQM model

## COURSE DESCRIPTION

It must be stated at the starting gate that the term Total Quality Management is somewhat of a functional dichotomy. TQM is not a function but a philosophy that integrates and internalizes an organizations culture. It is, by any definition, about what exists or can be created to cause people to desire to change an existing culture that has proven ineffective and not competitive. Therefore, it is the mandate for competitiveness in our global economy that serves as the fuel for change.

The prevailing theme of the course is [leadership and change](#) and the demands it places on people and organizations to grow and adjust while maintaining well being in an environment of constant and rapid change. Our operational definition of leadership is: **The process of influencing an organized group toward its goal-setting and its goal-accomplishment.** The goals, roles and the necessary skills and competencies required for every business in today’s rapidly changing world is in finding the means to

enhance the traditional factors of production to make a good or service Safer, Better, Cheaper and Quicker than the competitors. We will explore the means to accomplishing that as an organization and as individuals. Culture changes begin at the top of an organization. It is not a program, a workshop, a presentation, a speech but rather is a slow but sure changing of the minds and motivations of those that do the work be it a good or service. It is a concept of change, a case for change, thus, is a mandate for people to see, hear, sense that the way it has been has evolved to non-competitiveness and, for survival, change to a new, different set of metrics is required. It is about CHANGE at the fundamental level and is all encompassing meaning nobody has or is given the right to stand outside the circle of change.

## **LEADERSHIP – THE ENGINE OF CHANGE**

When most people think about a Leader, their mind is quickly drawn to either a very good one or a very bad one. I submit that the bridge between a very good leader to a very bad leader is one trait; Charisma. Webster defines Charisma as ...

***A rare personal quality attributed to leaders who  
arouse fervent popular devotion and enthusiasm***

So Charisma, be it borne in the DNA or learned, is not an option for effective leadership but a mandate for success in a world screaming for leaders more loudly than ever in our history. As we begin our odyssey, it is my commitment that you will physically witness all we will be studying in operational form within the confines and environment of our class thus making our class a laboratory of learning. You have my commitment to this!

The famous Prussian military strategist Von Clausewitz's taught us that "War is merely a continuation of politics," presents itself as a great foundation stone upon which to begin our journey. Von Clausewitz has been quoted and invoked on leaders globally for centuries. Von Clausewitz and Sun Tzu, the Chinese war strategist jointly provide us with some rare insight into this thing called Leaders so we will use them for rich, vibrant fertilizer as we plant our gardens of learning on this vital topic.

Let's begin with what I will call the "Magic 90"! It is October 10, 2008 and the New York markets have just closed. Many new words have entered our vocabulary during the Magic 90 days that began July 11 of this year when crude oil closed at \$147 per barrel but closed today at \$80 per barrel, the DJIA closed at 8450; down from over 11,000 in same Magic 90 days. Trillions of dollars in many currencies have been "injected" to "recapitalize" the banks because of lack of "liquidity." Are you getting my point?

Our new century is on a global marathon and with each of the 26.2 miles to the finish line fettered with new terms, more discontent, fear immeasurable and more questions than answers it seems. We cannot fathom what will happen tomorrow for we cannot even digest the last ninety days yet. New names; Paulson, Bernanke, Trichet, have crowded out names like Cheney, Petraeus, and soon to be Bush. The world is a cauldron of shifting sand that is swirling at superheated temperatures. Baby Boomers are watching their forty years of hard work for a comfortable and much deserved retirement bleed before their eyes to oblivion in stagnated IRAs.

Debt at the individual, state, national and global level sits as the metastasizing cancer that is fueling this inexplicable, white hot transcendence to a new world, a new economy, a new world order. These times are more reflective of what we try to envision in the horrific plagues Moses brought on Egypt in their implication to each of us as the days go forward with reckless abandon it seems. This is called, by any definition, times of tumult!

This course is, quite simply, about change; real, measurable change. A politician has said recently that **real change requires real change!** So change is our mantra, our goal and our destiny for as you look at our world I believe you will readily concur that change at all levels is needed, sought and mandated. It is one thing to talk about change but it is something quite different to be changed. Our challenge in this class is not only to talk about the need or the case for change but more importantly to provide tools and

insights on how to ignite real change in your world. It begins with one very simple yet complex tenet; nobody will change anything until they reach a level of dissatisfaction great enough that they will do anything to reach a new level of comfort. So the question begging for answer is: ARE YOU DISSATISFIED enough yet to do something about your current reality?

This will be a most unique learning process requiring you to examine the world around you as never before and be prepared to openly discuss the leadership issues at play in all components of the learning for the semester. The course runs fundamentally on three formulae:

- Behavior =  $f(I, E)$
- Productivity =  $f(I, G, E)$
- Change Process =  $D + M + T > C$

## **DUAL COMPONENTS**

In any given situation are two components to the issue, the situation, the relationship, the problem which are Social and Technical. From this juncture going forward my hope is that you will begin to strive to understand through the prism of both components. The Social component indicates the human emotional elements meaning feelings. These can be very positive or very negative but at the aggregate Man will process sensations through emotions which present us with the endless sets of complex emotion that are surface in good times and bad. Hurts, anger, joy, frustration, disappointment, resentment and on and on are the pearls of emotion that are brought to the Social component. Yes, they are important but should not be all consuming as they at times tend to be.

The Technical component is the dimension of engineering, planning; the operational element of work and relationships. The Technical component is, in most cases, the element in most need of understanding for if unchecked or not repaired or engineered, will quickly lead us down the obscurity of the Social component. I offer this at this juncture for one purpose which is that we will be dealing with many Social and Technical issues and concepts. It is my challenge to teach you to learn the art of detaching from a given situation long enough to step back and assess what the Social and the Technical issues at play to be more objective in determining time, effort and energy levels needing to be addresses versus potentially needless emotional expenditure which can waster human talent and energy.

## **THE TRIANGLE OF LEARNING**

Having had the privilege of experiencing much in my life globally, academically and militarily, many lessons have been ground into my very being. From this grounding of many successes and some failures, three cornerstone principles from what I refer to as a "Triangle of Learning" for the triangle is the most stable geometric form known to man provide the overarching stone that holds it all together; or not if either is left unsettled:

- Doing what you have always done will yield what you have always gotten
- There is no change until there is a measurable change in behavior
- Leaders lead!

This entire learning journey will have a far greater implication than simply taking a class. In other words, the things we will learn, the way we will learn them and the context of the learning process are all applicable to your personal and professional life. I hope you come to view every interface we will share as just that; a life's lesson for the future! I would highly recommend you print the three overarching stones of our Triangle and tape into your notebook and refer to all three at the end of each class period and ask the three questions posed by these stabilizing stones.

There is no real learning, I believe, until you have the confidence and the courage to engage someone outside our class in a conversation about what we have discussed. You will find yourself becoming more and more confident in yourself as we plow through the learning process with much discussion on the

global issues and implications for us today and for our world ahead. I HIGHLY ENCOURAGE you to commit to ENGAGING people in direct conversations during your day on the elements we will be learning. With each engagement you will grow and I will read that growth very quickly during class.

The concept of “double-loop” learning will be integrated at each step of our journey. You will learn from me, you will learn from your fellow students and I will be learning from you so the loop, the double-loop, will be constant and consistent for the richness of the learning will be much more fertile utilizing this instrument of learning. Free flow of discussion is vital to this concept of learning. Classes with me are filled with comments and conversation centrally focused on the assigned topical areas.

A major means to internal learning is via effective utilization of stories. Having experienced much in my life I will share many stories of my travels and life that will provide a means to grasp the academic concepts we are studying and facilitate a quick and deep internalization of the concept for future reference or referral. Developing the ability to develop and deliver effective and pertinent stories that provide illustration of a concept or point is another of the jewels in the crown of effective leaders.

## **THE CONCEPT OF BEHAVIOR**

Webster defines BEHAVIOR as:

- the manner of conducting oneself
- anything that an organism does involving action and response to stimulation
- the response of an individual, group, or species to its environment

With those three elements as the grains of irritation inside our oyster that can and will be crafted into a pearl, you should know that from my career experience I have learned one very important reality: THERE IS NO CHANGE UNTIL THERE IS A MEASURABLE CHANGE IN BEHAVIOR. Therefore placing BEHAVIOR at the center of our learning universe, nothing we will do will be of any real value to the world at-large as to you being a positive contributor to it until there is a measurable change in our individual and thus corporate Behavior.

My challenge from this moment is to create in you a deep sense of our world and how that world either gets changed or is allowed to change us unilaterally. Our world has many issues but our world has always had issues for our world is made up of people just like us. It is my solemn belief and thus challenge at this stage of my life to do all in my power to energize and ignite the engines of positive change in my students for it is you that will direct the world ahead or you will end up in the wake of those that are stronger and more focused on driving our world in a right and proper direction. I want you to be part of the changers and that begins with education and a never ending hunger to learn, to know, to UNDERSTAND!

Our Mission is the vehicle that will transport on this entire journey. **A Mission, is, after all is said and our, our REASON TO EXIST.** I believe the Course Objectives are the elements of our Mission. So now that we have a means of transport, we must have a pretty clear idea of where we will be going on our journey. This is our VISION. **Vision energizes and empowers a person and an organization for it generates the engines of energy that draws people toward the warming rays of the engine.**

**Strategies are the pathways we will travel** toward the vision as we cocoon ourselves comfortably into our vehicle for the trip, our Mission. The **Strategies** we will navigate along the autobahn toward our vision are three:

1. the best way to learn is to teach
2. team-based work delivery
3. develop a unique desire to see today through the lens of a global environment

# **SITUATIONAL LEADERSHIP ARCHITECTURE**

Any great building begins with architecture. That architecture becomes the skeleton of the final work. The architecture is the work Ken Blanchard and Paul Hershey gave to the world several years ago entitled, The Situational Leadership Model. The building blocks of this course are configured to take the learning down the yellow brick road of the wonderful land of Leadership. All the pieces and parts are developed with logic and rationale to take the class learning to that cumulative point by the end of the journey to be able to grasp, discern and thus emulate the principles and realities of Blanchard's work. The Situational Leadership Model rests theoretically on one core principle; the leader is effective only if he / she can reach the person/s being led where they are emotionally at the point in time when the need for that person to change direction, velocity, etc is mandated for organizational effectiveness. It is about the leader knowing, understanding and reacting to those being led based on the followers, not the leader's whims, ego or personal desires. Let this paragraph become an overarching, quietly nestled nugget that we are pursuing on our learning journey.

So if we have Mission, Vision and Strategies toward that vision, then there must be EFFECTIVE organization or the skeleton provides the structure to get the **Work Done!** Therefore the following organizational structure is established:

## **CLASS LEARNING ORGANIZATION**

Getting work done effectively and efficiently in organizations must be accomplished via an established process. My experience has taught me many things but one absolute is central is in clearly defining the work in a priority mechanism. The work that is being captured in this syllabus, my contract with you, flows through three components in a descending priority order or flow:

1. Goals
2. Roles
3. Interpersonal

### **GOALS**

There must be clarity and agreement on the measurable benchmarks of a journey, a job, or a career. Goals are statements only unless the criteria of being SPECIFIC, MEASURABLE, ATTAINABLE, REALISTIC and TIME-FRAMED are met. The goals I envision for this course are:

1. You will attain an A grade for course if you choose to do your part
2. Those that have invested in you to be in the course will see a measurable ROI
3. A hunger to want to know more and more will be triggered long after this course
4. You will be better equipped to be effective business leaders

### **ROLES**

- **CEO** – provides vision, establish boundaries, determine policies, teach
- **CHIEF** -central coordination link with the team leaders on all matters
- **CHANGE ATTACHES** – coordinate / communicate all work of the teams
- **TEAMS** – developers and presenters of the work assignments

## INTERPERSONAL SKILLS

The interpersonal nature of things is vital ONLY when there is clarity of WHY something is important. Establishing GOALS provides the individual and the organization the vital WHAT. The ROLES in conjunction with the WHY and the WHAT provides us with clarity of HOW to get the work accomplished effectively and more efficiently. Void of that is conflict, frustration and exasperation; all cancers to effectiveness.

As your Leader, it is MY RESPONSIBILITY to ensure via the syllabus, class conduct and EFFECTIVE COMUNICATION that each student remains completely clear and aligned on the Goals, the Roles AND THEN the Interpersonal Skills required to GET THE WORK DONE!

## CULTURAL CHANGE TEAMS

Team development is not easy. Working in teams is not for the faint of heart or for those that love to bask in their own sun light or spot light. The Team is the core nugget to exemplary performance and we will utilize the Team process at every opportunity during our journey. The result of team-based work, while slower and more frustrating at times, will normally always yield a richer, deeper result that the organization can better utilize in its strive for global competitiveness. That is, after all is said and done, what this whole journey is about; preparing you to become part of an organization within which you can be part of the solution and less a part of the problem. There are four distinct gateways a group will go through on its journey toward being a team:

- Forming
- Storming
- Norming
- Performing

You will quickly come to realize that this is a class but it is not conducted as a traditional class. This venture is a business and thus we are conducting ourselves as an effective business would operate. With the size of the class it is my decision to establish a tiered organizational structure. That structure will be the vehicle through which all the components of our journey will be completed. The class teams

- **Professor Williams**      **CHIEF CULTURE CHANGE OFFICER**
- **Team Leaders**            **CULTURAL CHANGE ATTACHES**
  - ALFA                      Nick Evilsizer            **CHIEF**
  - BRAVO                     Carrie Fortney
  - CHARLIE                  Adam Grace
  - DELTA                     Cash Lawley
  - ECHO                      Danielle Norman
  - FOXTROT                 Jeff Quinlan
  - GOLF                      Joe Trbovich
  - HOTEL                     Marissa Adkins

The litmus test that will be used from our first moment together to our final moment will rest upon one simple question: would I hire you into my business?

- Respectful
- Prompt
- Proficient
- On time all the time
- Assisting to others that are struggling

# PERFORMANCE APPRAISAL PROCESS

Effective performance appraisal is invaluable for it is a means to create cohesion vertically and horizontally in a business / class. We will utilize this vehicle every two weeks of the semester with a vertical cascading process. The CHIEF will evaluate each team leader focusing on all ten team leaders. Each Team Leader will evaluate his / her team members at the same time. Each leader will be complete a peer evaluation instrument every two weeks of the semester. I will be the only recipient of the completed form. That instrument provides the leader with the opportunity to assess the level of performance quality, involvement and contribution each member of the team is providing along the way of the work during the semester. It will quickly surface any student issues, absentee problems, etc to be dealt with within the team quickly. The Team Leader, upon completion of the instrument, will meet with each team member, review the assessment and have the team member sign the instrument that will be turned into the CEO.

I have assigned 1,000 points on the grade build up that will serve as a quantitative point means to impact the final grade as determined through this evaluation process. In other words, the Team Leader will have huge impact on his / her team members' final grades via this 1,000 point pool.

The COO is the class leader and has my complete backing and support. I EXPECT every team member to be integrally involved in the work of the team. I do not care how nor who does what but I care that the work assigned be accomplished professionally, proficiently and on time ... PERIOD! The evaluating team leader is encouraged to maintain a journal to document positive and negative contribution examples to provide the team member at each evaluation point during the semester.

*My job is to establish and expand an Environment that is conducive to your individual and collective academic development. You will be in teams and the teams will do all the course work.*

*How it gets done inside the team means nothing to me **but the work will get***

**done**. *The team leader will be challenged to utilize all the resources of the team and the class to get this work accomplished professionally. To accomplish the work, a business organization will be installed. The core functional unit for the journey will be the Team. Each Team Leader will conduct a formal performance evaluation with each team member indicating the percentage of involvement and contribution each member had during the semester with specific examples to support the assessment every two weeks. The team leader will do a course / semester evaluation at the end of the semester also that will be turned in along with the final examination. **The evaluations will weigh heavily on your final grade.** The team leader will be provided the final grade for each team member for his / her review and input prior to official submission for I as the CEO and the COO will be in complete alignment on the team member's course grade prior to submission.*

## LINKAGE & ALIGNMENT – SUCCESS STRANDS

A much misunderstand reality of effective organizations is the concept of establishing linkage and alignment within that organization. Linkage reflects the horizontal strands of a “web” of peers but inter and intra teams must strive to accomplish to maximize effective use of resources. Alignment reflects the vertical order of task assignments and vision casting from top to bottom and reverberating from bottom back to the top. A clearer understanding of the concept of Vertical Tasking and Horizontal Tasking in our new world is vital. The class will be structured with eight teams of five people in each team. The Alignment dimension will be from me to the team leaders to the team members. The Chief of the class will be Nick Evilsizer that will be the primary conduit to you from me and from you to me.

But at the core what the team functions are leadership opportunities to manage upward, manage downward and manage horizontally all with the intent to make the Team richer, fuller and stronger thus more efficient and productive. THE WORK WILL GET DONE!

As with any team that is effective, it begins with respect and ends with respect so it is a mandate that each leader determine who his / her team members are, establish a close communications linkage that is maintained throughout the semester. I expect the team leaders to KNOW any pertinent personal or professional issues that might arise within the team members. That, by the way, is what effective leaders do; they KNOW THEIR TEAM.

## **THE PARTNERSHIP**

The partnership between you and me as an individual and as a class begins the moment you read this. My role is in being the “pro-student” advocate meaning you are my **customer**. However, in satisfying you the customer, you will quickly understand that the satisfaction rests squarely on your ability to display learning, energy and passion on the components of our learning journey.

You will attest, by the end of the journey, that this course was unique, fun, exciting, scary, stretching and educational. The means to that end is you the student. We will work hard, we will work consistently and we will strive to improve each other, including me, through the learning processes. You will find this class very structured but you will not necessarily sense that structure. Every moment is valuable, every activity planned and every discussion leading to growth. We have much to learn and not nearly enough time to learn it all.

My role is to provide you the key pieces of the traits with examples of leadership. Leadership is a very individual pathway which is why it is so elusive, much studied and many times, so misunderstood. I will serve as an example of leadership on our journey and I accept that role with honor as any leader should.

This class experience will be a microcosm of the business world and environment into which you will soon enter. For me, **respect** is a core component of a successful organization for respect is at the individual level. You will be treated with respect in every area of our time together and I expect the same in return. If you have issues or needs, please address them quickly to me and they will be dealt with in a professional manner. Partnership means each of the partners carry their own load plus some of their partner’s as required.

I expect you, as a class, to be close to each other, in communication with each other daily and to be sensitive to each other’s needs. We cannot know what might arise during our time together but that is the world in which leaders lead. The key to progress is accountability. You are accountable for every part of our class such as attendance, research, presenting, teaching and yes, examinations. If you live up to your accountability, you will be rewarded via your grade as well as the joy of the learning experience. If you choose not to invest yourself, you will pay a dear price for that by the end of the semester. That is not a threat but an absolute promise!

In a partnership the partners are available and accessible. I want you to know that you are, as my students, entering into a global network of students, corporate leaders and friends that will continue to be linked via articles, white papers, discussions and questions. This will be an adventure so hang on tight!

## **OVERARCHING LEADERSHIP REALITY**

You will never learn to lead until you learn to serve! Well there you have it! The secret to being an effective leader rests in learning to be an effective follower that enjoys the pleasure and the honor of serving those that CHOOSE to allow you to lead them. The best way to learn anything is via two parallel methodologies:

- teach it
- example it

Therefore, the overarching approach to this class is that I will place each of you in the position to be teachers to your classmates and to me while at the same time putting myself into the role as the observable leader and thus example for you to assess the validity of the components of leadership we will be learning about together. Leadership is a gift; not a title. Leadership is an honor; not a position. Leadership is a privilege; not a birthright.

## WILLIAMS PSYCHOLOGY OF LEARNING

The psychology of learning is one of the more amazing gifts granted us on this earth I believe. It is my fundamental belief that:

**Data leads to Information**  
**Information leads to Knowledge**  
**Knowledge will lead you to WISDOM**

The glue that will draw us all closer together as the class speeds along faster than you can imagine is the Partnership we will build with each interaction:

## THE CHALLENGE YOU FACE

It is crucial for you to spend enough time as quickly as possible assessing the blocks of the work to be accomplished during this class. One of the major issues students run into is waiting for two or three weeks into the semester before realizing the avalanche of the work individually and as a team that has to be accomplished as part of the learning tapestry. Examining this syllabus with a fine tooth comb must sit at the top of your priority list as you prepare for this journey. Waiting until the week before a book assignment or research paper will render you frustrated and anguished and for no good reason!

Please, lay out your work after the first night so you can clearly see what is before you. I do not say that to scare you but to bring clearly to you the stark reality of the expectation I have for you as an individual and as a class. The ***work will get done*** and the quicker you can organize your thoughts about the work the easier the learning process is allowed to energize. This is not an easy class but it is not a hard one IF you put yourself into it up front and stay on top of it as the class progresses.

## GLOBAL FOCUS

The world is now more integrated economically, politically and fundamentally than ever before enabled by the phenomena of technology. With the weakened dollar and a globally integrated economy, small, medium and large businesses alike depend on global markets for selling or buying so the days of “Mom and Pop” shops are extinct as we can witness daily in Brazil, Russia India and China for example. But it is not nor will it ever be technology that creates success in business but rather the effectiveness with which the business leadership utilizes all available resources to accomplish the business objectives. Therefore, each class we will devote time discussing some of the current global issues affecting effective business leadership in a globalizing economic environment.

## “THE DOG ATE MY HOMEWORK ...”

It is 2009 and our lives are built upon, wrapped around, and influenced by the internet and the computer as never before and we have but scratched the surface of the depth of **what is all** really means. In that regard I am plugging in this WARNING for one thing I have learned in this New Age like in the Old Age is that it is the student’s responsibility to protect and maintain their course work. Far too much have I heard many variations of my computer did this or did that to wit no files for turn-in! There is this new invention called a CD or a newer invention called a jump stick meaning that keeping your materials in a BACK UP mode is not only advisable; it is mandatory. Your work will be maintained and ready for submission when scheduled PERIOD. I will not buy into your homework being eaten by a giant “gigabyte” from Saturn, but expect you to be security-minded enough to safeguard your materials.

# **2009 TECHNOLOGY**

I have found it amazing at the number of students still not functional with Word and PowerPoint. This course will require you to be very functional with both systems so if you are unfamiliar and / or do not have access to it, please take all necessary steps now to get "up to speed" on both operating systems.

## **THE BEAST DESCRIBED (Khurram Hashmi)**

Total Quality Management is a management approach that originated in the 1950's and has steadily become more popular since the early 1980's. Total Quality is a description of the culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs. The culture requires quality in all aspects of the company's operations, with processes being done right the first time and defects and waste eradicated from operations.

Total Quality Management, TQM, is a method by which management and employees can become involved in the continuous improvement of the production of goods and services. It is a combination of quality and management tools aimed at increasing business and reducing losses due to wasteful practices.

Some of the companies who have implemented TQM include Ford Motor Company, Phillips Semiconductor, SGL Carbon, Motorola and Toyota Motor Company.

### **DEFINITION**

TQM is a management philosophy that seeks to integrate all organizational functions (marketing, finance, design, engineering, and production, customer service, etc.) to focus on meeting customer needs and organizational objectives.

TQM views an organization as a collection of processes. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of workers. The simple objective of TQM is "Do the right things, right the first time, every time". TQM is infinitely variable and adaptable. Although originally applied to manufacturing operations, and for a number of years only used in that area, TQM is now becoming recognized as a generic management tool, just as applicable in service and public sector organizations. There are a number of evolutionary strands, with different sectors creating their own versions from the common ancestor. TQM is the foundation for activities, which include:

- Commitment by senior management and all employees
- Meeting customer requirements
- Reducing development cycle times
- Just In Time/Demand Flow Manufacturing
- Improvement teams
- Reducing product and service costs
- Systems to facilitate improvement
- Line Management ownership
- Employee involvement and empowerment
- Recognition and celebration
- Challenging quantified goals and benchmarking
- Focus on processes / improvement plans
- Specific incorporation in strategic planning

This shows that TQM must be practiced in all activities, by all personnel, in Manufacturing, Marketing, Engineering, R&D, Sales, Purchasing, HR, etc.<sup>2</sup>

## PRINCIPLES

The key principles of TQM are as following:

- Management Commitment
  1. Plan (drive, direct)
  2. Do (deploy, support, participate)
  3. Check (review)
  4. Act (recognize, communicate, revise)
- Employee Empowerment
  1. Training
  2. Suggestion scheme
  3. Measurement and recognition
  4. Excellence teams
- Fact Based Decision Making
  1. SPC (statistical process control)
  2. DOE, FMEA
  3. The 7 statistical tools
  4. TOPS (FORD 8D - Team Oriented Problem Solving)
- Continuous Improvement
  1. Systematic measurement and focus on CONQ
  2. Excellence teams
  3. Cross-functional process management
  4. Attain, maintain, improve standards
- Customer Focus
  1. Supplier partnership
  2. Service relationship with internal customers
  3. Never compromise quality
  4. Customer driven standards

## CONTINUOUS

TQM is mainly concerned with continuous improvement in all work, from high level strategic planning and decision-making, to detailed execution of work elements on the shop floor. It stems from the belief that mistakes can be avoided and defects can be prevented. It leads to continuously improving results, in all aspects of work, as a result of continuously improving capabilities, people, processes, technology and machine capabilities.

Continuous improvement must deal not only with improving results, but more importantly with improving capabilities to produce better results in the future. The five major areas of focus for capability improvement are demand generation, supply generation, technology, operations and people capability.

A central principle of TQM is that mistakes may be made by people, but most of them are caused, or at least permitted, by faulty systems and processes. This means that the root cause of such mistakes can be identified and eliminated, and repetition can be prevented by changing the process.<sup>1</sup>

There are three major mechanisms of prevention:

1. Preventing mistakes (defects) from occurring (Mistake - proofing or Poka-Yoke).
2. Where mistakes can't be absolutely prevented, detecting them early to prevent them being passed down the value added chain (Inspection at source or by the next operation).
3. Where mistakes recur, stopping production until the process can be corrected, to prevent the production of more defects. (Stop in time).

## **IMPLEMENTATION**

A preliminary step in TQM implementation is to assess the organization's current reality. Relevant preconditions have to do with the organization's history, its current needs, precipitating events leading to TQM, and the existing employee quality of working life. If the current reality does not include important preconditions, TQM implementation should be delayed until the organization is in a state in which TQM is likely to succeed.

If an organization has a track record of effective responsiveness to the environment, and if it has been able to successfully change the way it operates when needed, TQM will be easier to implement. If an organization has been historically reactive and has no skill at improving its operating systems, there will be both employee skepticism and a lack of skilled change agents. If this condition prevails, a comprehensive program of management and leadership development may be instituted. A management audit is a good assessment tool to identify current levels of organizational functioning and areas in need of change. An organization should be basically healthy before beginning TQM. If it has significant problems such as a very unstable funding base, weak administrative systems, lack of managerial skill, or poor employee morale, TQM would not be appropriate.<sup>5</sup>

However, a certain level of stress is probably desirable to initiate TQM. People need to feel a need for a change. Kanter (1983) addresses this phenomenon by describing building blocks which are present in effective organizational change. These forces include departures from tradition, a crisis or galvanizing event, strategic decisions, individual "prime movers," and action vehicles. Departures from tradition are activities, usually at lower levels of the organization, which occur when entrepreneurs move outside the normal ways of operating to solve a problem. A crisis, if it is not too disabling, can also help create a sense of urgency which can mobilize people to act. In the case of TQM, this may be a funding cut or threat, or demands from consumers or other stakeholders for improved quality of service. After a crisis, a leader may intervene strategically by articulating a new vision of the future to help the organization deal with it. A plan to implement TQM may be such a strategic decision. Such a leader may then become a prime mover, who takes charge in championing the new idea and showing others how it will help them get where they want to go. Finally, action vehicles are needed and mechanisms or structures to enable the change to occur and become institutionalized.<sup>6</sup>

## **TRANSITION**

Beckhard and Pritchard (1992) have outlined the basic steps in managing a transition to a new system such as TQM: identifying tasks to be done, creating necessary management structures, developing strategies for building commitment, designing mechanisms to communicate the change, and assigning resources.

Task identification would include a study of present conditions (assessing current reality, as described above); assessing readiness, such as through a force field analysis; creating a model of the desired state, in this case, implementation of TQM; announcing the change goals to the organization; and assigning responsibilities and resources. This final step would include securing outside consultation and training and assigning someone within the organization to oversee the effort. This should be a responsibility of top management. In fact, the next step, designing transition management structures, is also a responsibility of top management. In fact, Cohen and Brand (1993) and Hyde (1992) assert that management must be heavily involved as leaders rather than relying on a separate staff person or function to shepherd the effort. An organization wide steering committee to oversee the effort may be appropriate. Developing commitment strategies was discussed above in the sections on resistance and on visionary leadership.<sup>6</sup>

To communicate the change, mechanisms beyond existing processes will need to be developed. Special all-staff meetings attended by executives, sometimes designed as input or dialog sessions, may be used to kick off the process, and TQM newsletters may be an effective ongoing communication tool to keep employees aware of activities and accomplishments.

Management of resources for the change effort is important with TQM because outside consultants will almost always be required. Choose consultants based on their prior relevant experience and their

commitment to adapting the process to fit unique organizational needs. While consultants will be invaluable with initial training of staff and TQM system design, employees (management and others) should be actively involved in TQM implementation, perhaps after receiving training in change management which they can then pass on to other employees. A collaborative relationship with consultants and clear role definitions and specification of activities must be established.

In summary, first assess preconditions and the current state of the organization to make sure the need for change is clear and that TQM is an appropriate strategy. Leadership styles and organizational culture must be congruent with TQM. If they are not, this should be worked on or TQM implementation should be avoided or delayed until favorable conditions exist.

Remember that this will be a difficult, comprehensive, and long-term process. Leaders will need to maintain their commitment, keep the process visible, provide necessary support, and hold people accountable for results. Use input from stakeholder (clients, referring agencies, funding sources, etc.) as possible; and, of course, maximize employee involvement in design of the system.<sup>7</sup>

Always keep in mind that TQM should be purpose driven. Be clear on the organization's vision for the future and stay focused on it. TQM can be a powerful technique for unleashing employee creativity and potential, reducing bureaucracy and costs, and improving service to clients and the community.

## **CONCLUSION**

TQM encourages participation amongst shop floor workers and managers. There is no single theoretical formalization of total quality, but Deming, Juran and Ishikawa provide the core assumptions, as a "...discipline and philosophy of management which institutionalizes planned and continuous... improvement ... and assumes that quality is the outcome of all activities that take place within an organization; that all functions and all employees have to participate in the improvement process; that organizations need both quality systems and a quality culture."

So there you have it academically which, as a practitioner and leader of a TQM process in a Fortune 100 company can tell you that the description above is accurate, articulate and on-target. The cornerstones of and effective as in EFFECTIVE cultural change process are:

- Leader led
- Organization wide
- Long term
- Slow and at times very painful and agonizing
- Recognize good performance / Punish non-performance
- Educate – Train - Communicate

# **CAMPUS POLICIES**

## **ATTENDANCE**

**My EXPECTATIONS ARE SIMPLE, CLEAR AND WITHOUT OPTION ... I expect you **IN CLASS FOR EACH SCHEDULED CLASS ... there you have it!!!!****

Come to class prepared to discuss the assigned topic/s for that class. If you are unable to attend a class for whatever reason, you should consult with your team leader, your COO and me prior to the class if at all possible. **Roll will be taken at each class.** Contact can be made via telephone, email or in person. Apologies received after the class has concluded will not be accepted, unless accompanied by a written excuse for a **MEDICAL REASON FROM A LICENSED PHYSICIAN.** I AM AVAILABLE TO YOU VIA EMAIL ALMOST LITERALLY 24 / 7 / 365 so not having access to me will not be a valid excuse. I insist on close email linkage throughout the course and that runs from you back to me also, please.

The grading implication of non-attendance is SIMPLE, CLEAR and WITHOUT OPTION and fits within KSU policy that can be found at: <http://www.kent.edu:80/policyreg>:

- 1 - 2 unexcused absences = half letter grade from final course grade
- 3 - 4 unexcused absences = full letter grade from final course grade
- 5 unexcused absences = two full letter grades from final course grade
- **More than 5 = failing grade for the course**

Excused medical absences are the only exception to this count. Please know that the appropriate university procedures will be initiated if it is necessary to validate medical absences. Attending class is a Return on Investment discussion for me. Somebody is paying a great deal of money for you to be in my class so it is incumbent on me to do the best I can do to yield a satisfactory or better ROI to that person footing the financial bill which is measured in your learning and final grade. So I want, need and expect you to do your part of the equation every scheduled class we have together. I will be the example for I will NOT miss a class unless hospitalized or in the funeral home and I am not trying to be cute when I say that for that is how serious I am about your attendance. **IT IS VITAL!**

## **CLASS CANCELLATIONS / CLOSINGS**

Announcements of class cancellations and/or campus closings will be made on the campus home page. In the case of an emergency, weather-related or otherwise, please check the Campus website home page at [www.kent.edu](http://www.kent.edu) for information on the buildings and times of the closing. While information may be broadcast by radio and television, this should be confirmed by the **web page**, which is the official announcement of the campus and which will be the information used to determine issues related to student attendance, rescheduling of tests, and other concerns.

## **ACADEMIC HONESTY**

Cheating means to misrepresent the source, nature, or other conditions of your academic work (e.g., tests, papers, projects, assignments) so as to get undeserved credit. In addition, it is considered to cheating when one cooperates with someone else in any such misrepresentation. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. It is the University's policy that cheating or plagiarism result in receiving a failing grade for the work or course. Repeat offenses result in dismissal from the University.

## **DISABLED STUDENTS**

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Student Accessibility Services (contact 330-672-3391 or visit [www.registrars.kent.edu/disability](http://www.registrars.kent.edu/disability) for more information on registration procedures).

## **EMAIL UTILIZATION**

All email utilization during the semester will be done via your **KENT.EDU** email address you have been assigned. I will continue to communicate with you primarily via my personal [jwilliams1993@neo.rr.com](mailto:jwilliams1993@neo.rr.com) address but University Policy requires our linkage to be to / through your official Kent email address you have been assigned.

I cannot overstate nor understate how vital it is that we get linked up via email immediately after the first class for that will be the PRIMARY means to get to me and I do you. Get in the habit NOW of checking your KENT.EDU email five times or more each day and night, please.

## **COURSE WITHDRAWAL**

Students have responsibility to ensure they are properly enrolled in classes. You are advised to review your official class schedule (using Student Tools/Flashfast) during the first two weeks of the semester to ensure you are properly enrolled in this class and section. Should you find an error in your class schedule, you have until Friday, January 30, 2009 to correct the error with your advising office. If registration errors are not corrected by this date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you **will not** receive a grade at the conclusion of the semester for any class in which you are not properly registered.

### **Course withdrawal deadline -- April 5, 2009**

## **THE BLOCKS OF WORK**

### **EXAMINATIONS**

There will be **FOUR discussion-type examinations**. This will be a TEAM project. The teams can use any reference materials they wish to support the answers but all sources will be documented and properly credited. The fundamental of my testing is to see clearly that you **UNDERSTAND** the question thus why I will never use multiple-choice standardized testing materials. The business world does not question things expecting an answer of A, B, C, D, etc. The examination will be emailed to each student one week prior to the due date for the examination turn in. The exam will be turned in hard copy. Effective writing skills is **(ARE A)** vital component of our journey so I expect your work to be professionally submitted in spelling, grammar, sentence structure and referencing any sources you might choose to utilize. Criteria for examinations and research papers are found in the JIM WILLIAMS' PHILOSOPHY OF TEACHING file you will receive. The examination is to be turned in on the scheduled class indicated in the syllabus. If not turned in the test score will be reduced by ten points for each late class period leading up to the actual submission.

## **BUILDING THE BUSINESS PLAN**

Business planning is vital to business success. I view this academic journey as a business and thus investment of capital for future returns must yield an ROI or a return on investment. People that yearn to work in a vacuum or carry their own load in a silo will, frankly, struggle this entire semester. A business plan can have many elements but each of the teams will develop its own team business plan to incorporate the following elements:

- Team logo / Mission, Vision and Strategies to accomplish the work
- A scorecard that provides transparency on key performance indicators -- KPI
- Attendance accountability policy and metric
- Work completion process / accountability system
- Involvement of ALL team members

- SWOT the process at the beginning and at the end of the journey
- Lessons learned from the journey
- Opportunities for Improvement

The team will develop a **State of the Business** summary that will be presented within the first two weeks of the semester and a final wrap up business plan at the end of the semester covering the components status outlined above for the business plan.

## **TQM COMPANY RESEARCH PROJECT**

Each team will be assigned a company that has distinguished itself as a model for an effective TQM cultural change. The team will do a comprehensive profile of the company focusing on size, global exposure, financials, mission, vision, strategies, leadership, union status and key indicators of how they are using TQM as a system and as a process. The companies' annual report and 10K will be primary source documents to assist you so link up with their Investor Relations department to secure if possible.

The team presentation will be very professionally presented as well as captured in a ten-page double spaced paper on the company and the project.

The assignments are:

- |                          |         |
|--------------------------|---------|
| • Ford Motor Company     | ALFA    |
| • Phillips Semiconductor | BRAVO   |
| • SGL Carbon             | CHARLIE |
| • Motorola               | DELTA   |
| • Toyota Motor Company   | ECHO    |
| • Nucor Steel            | FOXTROT |
| • Goodyear               | GOLF    |
| • Xerox                  | HOTEL   |

## **THE GOAL BOOK PROJECT**

The book, THE GOAL, is one of those rare jewels that in a narrative, easy-to-read form, captures the essence, the imperative, the stress and the implication of truly embracing an effective TQM process. This is a required reading but it will be a highlight of the TQM experience I can assure you. We will devote a full class to this discussion and glean from the plant manager's agony why TQM is vital to success in a rapidly transitioning world. We will understand the mystery man / guru, the plant manager and his woes at work and at home and see how the two intertwine under pressure.

## **ESSAY - 1**

This will be a TEAM presentation via PowerPoint and a written paper. The paper will be three to five pages single spaced. The topics will be found in the assigned dates for the presentation in the Roadmap section of the syllabus below. Conciseness is the real challenge for an essay meaning you must truly have knowledge of the topic before the writing can be done properly. The topics are:

- Define a paradigm ALFA
- Plan – Do – Check – Act BRAVO
- Ishikawa Fishbone CHARLIE
- Statistical Process Control DELTA
- 1 sigma versus 3 sigma in lay terms ECHO
- Cross functional team management FOXTROT
- 6 sigma defined GOLF
- A Black Belt versus a Green Belt HOTEL

## **ESSAY - 2**

This will be a TEAM presentation via PowerPoint and a written paper. The paper will be three to five pages single spaced. The topics will be found in the assigned dates for the presentation in the Roadmap section of the syllabus below. Conciseness is the real challenge for an essay meaning you must truly have knowledge of the topic before the writing can be done properly. The topics are:

- Explain the 5 why's and a How ALFA
- Define SWOT as a TQM tool BRAVO
- Pareto charting in TQM defined CHARLIE
- Process variation and control charting DELTA
- Transformational leadership ECHO
- Four Stages of team development FOXTROT
- Quality Circles GOLF
- Force Field Analysis tool HOTEL

## **RESEARCH PAPER / PRESENTATION - 1**

Writing skills as well as effective presentation delivery skills are vital in today's global commercial world. Therefore, a team-based research project / paper / presentation is assigned. The paper will be approximately 5-7 pages in length, double spaced with a font of Arial 12. The presentation will be a maximum of 5 PowerPoint charts. The topics are:

- Henry Ford and Ichiro Toyoda and Piggy Wiggly ALFA
- Throwing starfish into the sea as a component of TQM BRAVO
- Define Joel Barker's Visioning process in TQM CHARLIE
- Parallel the Principles of Management with an effective TQM process DELTA
- Portray Viktor Frankl's Auschwitz experience as a model for TQM today ECHO
- The Ed Deming reality before, during, after WWII and the Japanese FOXTROT
- Define Joe Juran as a TQM guru GOLF
- Phil Crosby; gone but not forgotten so teach us his autopsy on TQM HOTEL

## RESEARCH PAPER / PRESENTATION - 2

- Ishikawa as a TQM pillar defined ALFA
- TQM in the airline industry BRAVO
- TQM in the medical field CHARLIE
- ISO as a quality system certification process DELTA
- ISO 14001 as an environmental TQM process ECHO
- Profile the British Standards Institute and their contribution to TQM FOXTROT
- Bureau Veritas Certification process, means and implication GOLF
- GEN Douglas MacArthur and his role in transitioning Japan to a global exporter HOTEL

## REQUIRED BOOKS

- “Managing for Quality & Performance Excellence” 7<sup>th</sup> ed, Evans and Lindsay ISBN 0324382278
- The Goal: A Process of Ongoing Improvement by Eliyahu M. Goldratt ISBN 9780884271789

## GRADING SCALE

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	<60%

## GRADE POINT BREAKDOWN

- Exam 1 1,000 points
- Exam 2 1,000 points
- Exam 3 1,000 points
- Exam 4 1,000 points
- The Goal book project 1,500 points
- Team contribution 1,000 points
- Company research project 1,500 points
- Research paper / presentation - 1 1,000 points
- Research paper / presentation – 2 1,000 points
- Essay paper / presentation 1 700 points
- Essay paper / presentation 2 700 points
- Team Business plan presentation 700 points

**TOTAL**

**11,300 points**

# CLASS ROADMAP

## CLASS 1 JAN 20

- Oh well!

## CLASS 2 JAN 22

- Introductions
- Key formulae for Leaders
- Plato's Cave

## CLASS 3 JAN 27

- Principles of Management
- Factors of Production

## CLASS 4 JAN 29

- Team Business plan presentations ALFA / BRAVO / CHARLIE / DELTA

## CLASS 5 FEB 3

- Team Business Plan initial presentations ECHO / FOXTROT / GOLF / HOTEL

## CLASS 6 FEB 5

- Situational Leadership Model

## CLASS 7 FEB 10

- EMAIL EXAM 1
- Transactional Analysis and TQM

## CLASS 8 FEB 12

- SWOT this class to improve it quality from a leadership perspective

## CLASS 9 FEB 17

- TURN IN EXAM 1
- Explain the 5 why's and a How
- Define SWOT as a TQM tool
- Pareto charting in TQM defined
- Process variation and control charting

ALFA  
BRAVO  
CHARLIE  
DELTA

## CLASS 10 FEB 19

- Transformational leadership
- Four Stages of team development
- Quality Circles
- Force Field Analysis tool

ECHO  
FOXTROT  
GOLF  
HOTEL

## CLASS 11 FEB 24

- Henry Ford and Ichiro Toyoda and Piggy Wiggly
- Throwing starfish into the sea as a component of TQM
- Define Joel Barker's Visioning process in TQM
- Parallel the Principles of Management with an effective TQM process

ALFA  
BRAVO  
CHARLIE  
DELTA

## **CLASS 12 FEB 26**

- Portray Viktor Frankl's Auschwitz experience as a model for TQM today
- The Ed Deming reality before, during, after WWII and the Japanese
- Define Joe Juran as a TQM guru
- Phil Crosby; gone but not forgotten so teach us his autopsy on TQM

ECHO  
FOXTROT  
GOLF  
HOTEL

## **CLASS 13 MAR 3**

- Gaining consensus to the way forward – Lost at Sea

## **CLASS 14 MAR 5**

- Managing a Change Process at Goodyear

John Loulan

## **CLASS 15 MAR 10**

- **EMAIL EXAM 2**
- Ford Motor Company
- Phillips Semiconductor

ALFA  
BRAVO

## **CLASS 16 MAR 12**

- SGL Carbon
- Motorola

CHARLIE  
DELTA

## **CLASS 17 MAR 17**

- **TURN IN EXAM 2**
- Toyota Motor Company
- Nucor Steel

ECHO  
FOXTROT

## **CLASS 18 MAR 19**

- Goodyear
- Xerox

GOLF  
HOTEL

# **SPRING BREAK 23-27 MARCH**

## **CLASS 19 MAR 31**

- Lessons learned summarization

## **CLASS 20 APR 2**

- The Leadership Journey with Jim Williams
- Maslow and the Role of Leadership in Motivation

ALFA  
BRAVO

## **CLASS 21 APR 7**

- It's a Flat World After All
- Peter Drucker Sets us Straight

CHARLIE  
DELTA

## **CLASS 22 APR 9**

- **EMAIL EXAM 3**

- The 21<sup>st</sup> Century Global Economy
- Ten Trends to Watch in 2006

ECHO  
FOXTROT

## **CLASS 23 APR 14**

- Boss Talk with Alan Mulally
- The Politicians and Trade

GOLF  
HOTEL

## **CLASS 24 APR 16**

- **TURN IN EXAM 3**

## **CLASS 25 APR 21**

- Ishikawa as a TQM pillar defined
- TQM in the airline industry

ALFA  
BRAVO

## **CLASS 26 APR 23**

- TQM in the medical field
- ISO as a quality system certification process

CHARLIE  
DELTA

## **CLASS 27 APR 28**

- Course evaluation completion
- ISO 14001 as an environmental TQM process
- Profile the British Standards Institute and their contribution to TQM

ECHO  
FOXTROT

## **CLASS 28 APR 30**

- Bureau Veritas Certification process, means and implication
- GEN Douglas MacArthur and his role in transitioning Japan to a global exporter

GOLF  
HOTEL

## **CLASS 29 MAY 5**

- **EMAIL FINAL EXAM**

- Recognition and Feedback – The Bowling Alley

## **CLASS 30 MAY 7**

- **THE GOAL BOOK PROJECT**

## **FINAL EXAM MAY 12**

- Turn in final examination
- Team State of the Business presentations
- Cracking the Global Leadership Code
- Team evaluations